



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

REPORT ON THE IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (CRPD) IN EDUCATION JULY 2010

Introduction and Overview

1. This report focuses on Article 24 of the CRPD, which is on Education. Several other articles also have a bearing on the work of the Department of Basic Education and are reported on in this report.
2. The Department of Basic Education (DBE) fundamentally supports the **purpose** of the CRPD as stated in **Article 1** to “promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”. The DBE further embraces the social model of disability which is expressed in the definition of disability in Article 1 which acknowledges that it is the impairment in interaction with various barriers that hinder the full participation of children with disabilities in society on an equal basis with others. Education policies state that **barriers to learning** refer to “difficulties that arise within the education system as a whole, the learning site and/or within the learner, which prevent access to learning and development for learners” (Education White Paper 6 (2001), Section 1.2.2).
3. The DBE fully subscribes to all the general principles of the CRPD as outlined in **Article 3**, namely “respect for inherent dignity, individual autonomy and independence of persons with disabilities, non-discrimination, full and effective participation and inclusion in society, respect for difference and acceptance of persons with disabilities as part of human diversity and humanity, equality of opportunity, accessibility and respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities”.
4. In terms of the obligations (as outlined in **Article 4**), the DBE has introduced and will strengthen measures for the “full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability”. It will strive towards “taking measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights”. It will also “introduce new legislative measures and strengthen existing laws to implement the present

Convention through a process of consultation with persons with disabilities, including children with disabilities, through their representative organizations”.

5. The equality and non-discrimination article (**Article 5**) is incorporated into several acts and policies of the Department (see below) with the acknowledgement that further legislation will have to be adopted to ensure that the education rights of children with disabilities are not limited and that reasonable accommodation is clearly defined with a view to promoting equality of educational opportunities.
6. The Department is further committed to ensuring the full enjoyment by **children** with disabilities of all human rights and fundamental freedoms on an equal basis with other children (**Article 7**); the best interests of the child is always a primary concern and the right of children with disabilities to express their views freely on all matters affecting them is recognised not only in the South African Schools Act which protects their right to be represented, where appropriate, in School Governing Bodies and Learner Representative Councils, but also in several other education policies which centrally acknowledge the right of children to have a say in decisions affecting them.
7. In terms of Awareness Raising (**Article 8**), several campaigns have been conducted to raise awareness throughout society, regarding persons with disabilities. Media campaigns were conducted and DVDs were produced by the DBE in collaboration with the Government Communication and Information Service to portray persons with disabilities in a manner consistent with the purpose of the Convention and distributed to schools. The Department also has a site on the Website and Thutong Education Portal which raises awareness on an ongoing basis.
8. The identification and elimination of obstacles and barriers to accessibility (**Article 9**) was addressed by ensuring that the new *National School Infrastructure Norms* include specifications for universal design so that all new schools that are being built will be accessible. A number of schools have been converted to be accessible in all respects to serve as pilot sites (10 have been completed and a further 20 are currently being converted). The provincial government of KwaZulu Natal has introduced 30 accessible school buses and specifications have been developed for accessible school buses. Furthermore, several steps have been introduced to ensure that accessible information will be available to learners with disabilities, e.g. the introduction of new information and communication technologies and systems, including a website for inclusive education (see statistics below).
9. Freedom from exploitation, violence and abuse (**Article 16**) is being addressed by conducting regular audits of residential special schools and identifying areas where learners are at risk of abuse. The protective measures outlined in the Children’s Act (No 38 of 2005) as amended is being jointly monitored by the Departments of Social Development and Basic Education. Much more can however be done to strengthen reporting and intervention measures.
10. The obligations stated in **Article 30** on Cultural Life, Recreation, Leisure and Sport have been realised by the Department of Basic Education in several initiatives involving learners. Most mass sporting events organised at national and provincial level (e.g. the My 2010 School Adventure Campaign in the run-up to the FIFA 2010 World Cup) involve learners with disabilities from ordinary and special schools. In 2009, the

Department of Basic Education trained teachers how to adapt the Arts and Culture Curriculum in General Education to accommodate learners with disabilities.

11. **Article 31** on Statistics and Data Collection has been identified by the Department of Basic Education as critical for planning and tracking progress. Over the last decade education information systems have been improved to provide disaggregated information and statistics on learners with disabilities. There is still a critical need to improve systems to identify and track children of school going age who are out-of-school.
12. **Article 32** on International Cooperation has materialised through the recognition of the European Union, specifically the Nordic countries that educational policy development for children with disabilities should receive attention through development aid. The first stage of implementing an inclusive education and training system in South Africa was funded by Finland and Sweden. Mutual exchanges took place between the countries which benefited not only South Africa, but also Finland, Sweden and other countries in Africa that have been part of the development aid networks of the Nordic countries.

Report on Article 24: Education

Section 1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a. *The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;*
 - b. *The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
 - c. *Enabling persons with disabilities to participate effectively in a free society.*
13. The **Constitution of South Africa (Act no: 108 of 1996)** stipulates that the key values upon which our democratic state is founded is that of human dignity, the achievement of equality and the advancement of human rights and freedoms. The Bill of Rights outrules unfair discrimination against any person and entrenches the right of access to basic education, including adult basic education; and to further education, which the state, through reasonable measures, must make progressively available and accessible to all.
14. All policies published in terms of the National Education Policy Act (Act 27 of 1996) aim at redressing the wrongs of the past and ensuring societal transformation through education which values diversity and aims at developing the full potential of each learner irrespective of his/her social and cultural background and to address barriers which make some groups vulnerable to exclusion and marginalisation. These policies include the National Curriculum Statement (2002) which makes inclusivity a core principle, the White Paper on Early Childhood Education (2001) and the White Paper on Inclusive Education (2001)
15. The **South African Schools Act (Act 84 of 1996)** embodies the obligations of the Bill of Rights by stating that public schools must admit learners and serve their educational requirements without unfairly discriminating in any way; in determining the placement of a learner with special education needs, the Head of Department and principal must take into account the rights and wishes of the parents and of such learners and uphold the

principle of “what is in the best interest of the child” in any decision making. The Act further states that “where reasonably practicable”, the State must provide education for learners with special education needs at **ordinary public schools** and provide **relevant educational support services** for such learners and take all reasonable measures to ensure that the physical facilities at public schools are accessible to disabled persons.

16. **Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)** outlines government’s strategy to transform the current education system to make it more efficient, more equitable and more just, recognizing the right of all learners to attend their local neighbourhood school and to receive the necessary support. The policy embodies the principles of article 24 of the Convention as it sees inclusive education as a means through which our society can be transformed to promote tolerance and respect for diversity and the human rights of all people, specifically those with disabilities who have been and are still being marginalized and excluded.

17. The policy on Inclusive Education aims to:
- Correct discriminatory practices and imbalances of the past and promote the principles of inclusion;
 - Promote human rights, social justice, access, equity and redress;
 - Promote quality education for all – enabling all learners to participate actively in the classroom;
 - Develop an integrated education system at all levels from Early Childhood Development through General Education and Training to Further Education and Training, Higher Education and Adult Education;
 - Infuse ‘special needs and support services’ throughout the system;
 - Align special schooling with mainstream schooling;
 - Foster the development of inclusive and supportive centres of learning;
 - Ensure a barrier-free physical environment;
 - Develop the capacity of teachers, support personnel and other relevant human resources;
 - Promote the rights and responsibilities of teachers, educators and learners.

18. Qualitative and Quantitative Achievements in establishing an integrated inclusive education system

18.1 The Government decided to incrementally introduce the policy over a period of 20 years through short, medium and long term strategies.

18.2 In the short term or first stage of policy implementation (2002 – 2009) 30 of the 81 districts in the country were targeted for development. 30 Ordinary Schools were selected in the poorest parts of the country for conversion into full-service schools to serve as models of full-inclusivity. Furthermore 34 Special Schools were selected for upgrading and conversion into resource centres. In all 30 districts transversal District-based Support Teams were established and trained to provide support services in an integrated way, thus maximizing existing services through coordination and inter-sectoral collaboration.

18.3 These key systemic measures to build a single, inclusive system were accompanied by an extensive public advocacy campaign and aimed at laying the foundation for a system wide implementation of the policy of Inclusive Education in South Africa.

- 18.4 At the end of the first stage of implementation, mainly through donor funding, the South African government reconfirmed its commitment to the implementation of the policy by recognising inclusive education as a national priority area in education and allocating approximately R2 Billion over four years (2008 – 2012) for taking it to scale.

19. Monitoring and Evaluation

- 19.1 Education legislation and policy is developed at a national level and its implementation by provincial departments of education is monitored by the national Department of Basic Education.
- 19.2 Various accountability and tracking mechanisms are in place through which the national Department monitors operational progress at the provincial, district and school level. Spending is monitored and cohesion of policy implementation is further ensured through regular coordinating meetings held at a national level with representation from all nine provinces.
- 19.3 Specialised audits are further conducted to measure progress made and make recommendations for strengthening implementation.
- 19.4 All country monitoring reports on Education for All, also track progress in access for learners with disabilities.

20. Challenges and remedies

- 20.1 One of the main challenges of the first stage of implementation has been that the scale was too small and the time frame too extended to make a significant impact and to ensure that all learners with disabilities had access to free education in an inclusive education system.
- 20.2 The absence of stronger legislative measures and funding norms to ensure that more dedicated funding would be directed to mainstream education and support, led to an increase of learners still being referred to and admitted to special schools. In spite of several measures taken, there are still no legal actions introduced against ordinary schools that exclude learners with disabilities and refer them to segregated special education without having taken any steps to introduce reasonable accommodation.
- 20.3 Of the initial R2 billion allocated by the National Treasury for the expansion of Inclusive Education more than 50% went into other priority areas at the provincial level. As a consequence the impact of the programme was seriously compromised. Steps are currently being taken by the national Department to improve accountability measures in provincial departments of education and to raise the level of awareness about the critical need to strengthen this sector.
- 20.4 The intention of building an inclusive society and breaking down negative attitudes towards disability still has a long way to go to be fully achieved.
- 20.5 The introduction of the policy of inclusive education mainly targeted the general education band, including Early Childhood Development. Over the past two years, significant progress has also been made in adult education (see details below) and also in higher education through the establishment of student support services. Stronger measures still have to be put in place to expand support for the 389 013 children aged 0 – 4 years who are attending Early Childhood Education facilities. Also in Further

Education, progress in developing support systems for students with disabilities has been limited.

- 20.6 The Department of Basic Education is however committed to strengthen legislation and norms in 2010 and 2011 to increase access to quality education and support for out-of-school children with disabilities in ordinary (full-service) and in special schools. Especially children in rural and poor communities will be targeted.
- 20.7 The national advocacy strategy will be strengthened with the aim of mobilising communities to be inclusive.

Section 2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

21. Qualitative and Quantitative Achievements, Challenges and Remedies and implementing measures to increase access and reasonable accommodation

- 21.1 Legislative and policy barriers to the inclusion of children, youth and adults in ECD, primary, secondary, post-secondary and adult education have been removed but need to be further strengthened in regulations;
- 21.2 The Department of Basic Education has a clear mandate for the primary and secondary education of all children and youth (including those with disabilities) in one system although this is not always carried through at the provincial level where new segregated special schools (in many cases residential facilities) are still being built, leading to exclusion of children with disabilities from their families and communities;
- 21.3 Human rights laws in South Africa recognise the right of children with disabilities to education in the regular education system but schools and institutions often still act in contradiction with these laws by refusing to admit learners on the basis of it not being reasonably practicable to support them in the mainstream. Legal measures need to be strengthened to sanction such actions;
- 21.4 Law and policy are in place to ensure that children with disabilities not only have access to education but also to the supports, accommodations and adaptations required to assure success. A *National Strategy on Screening, Identification, Assessment and Support* has been introduced in 30 of the 81 districts to ensure that support will be made available at ordinary schools and that parents and learners will be involved in decision making throughout. This strategy will be revised and improved so that it can be implemented throughout the system within the next two years;
- 21.5 There is an explicit commitment on the part of the Department of Basic Education to the necessary policies, resources, facilities and training programmes needed to enable children with disabilities to realise an effective education in schools. The mainstreaming of this commitment needs to be extended by involving more sections of the Department at national and provincial level to ensure accountability and by ring fencing of resources in the face of huge challenges to improve general education delivery.

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

- 21.6 As indicated above, there is a constitutional guarantee of free and compulsory basic education to all children, without discrimination on the basis of disability. However, not all children with disabilities of school going age are currently being supported to exercise this right (see statistics below in Tables 1 and 6);
- 21.7 The right to education of children with severe and profound disabilities to education has not yet been acknowledged in education legislation. Although previous legislation which defined such children as 'in-educable' has been repealed through the passing of the Mental Health Care Act (Act 17 of 2002), in practice they are still being accommodated in day and residential care facilities funded by the Department of Health with no access to subsidies of the Department of Education. The Department of Basic Education is presently developing an integrated strategy for providing educational support to learners with severe and profound disability;
- 21.8 The Department of Education is collaborating with the Department of Health in a mass screening programme which aims at screening 45000 Grade 1 learners in the poorest districts in the country in 2010 to identify disabilities. Once identified, they will be more fully assessed through the protocols outlined in the *National Strategy on Screening, Identification, Assessment and Support* which was introduced in 2008 to ensure that they acquire relevant support in their local schools. The right to early identification and assessment is however not yet universal and availability of support and services is limited due to a shortage of health professionals in especially rural areas. Early Childhood Educators are also incrementally being trained on strategies for early identification and intervention;
- 21.9 There are as yet no universal accountability mechanisms in place to monitor birth registration, school registration and completion by children with disabilities. A process has been initiated by the Department of Basic Education to track individual learners (including learners with disabilities) with the introduction of the Learner Unit Record Information Tracking System (LURITS) in 2008;
- 21.10 The Department does have a data gathering and reporting system on school access and completion, disaggregated by disability. The quality of the data is not in all cases reliable and mostly tracks only learners who are in special schools. There is as yet no reliable system to track learners with disabilities who are out of school and/or have been denied admission to school.

c) Reasonable accommodation of the individual's requirements is provided;

- 21.11 Several Guidelines have been developed by the Department of Basic Education to outline 'reasonable accommodation' in education. These are the Guidelines for Inclusive Teaching and Learning (2009), the National Strategy on Screening, Identification, Assessment and Support (2008), the Guidelines for Full-Service/ Inclusive Schools (2010). The Guidelines are being rigorously introduced into the system in 2010 – 2011 in order to equip all education managers and teachers for implementation. Once the various sets of guidelines have been formalised as national policy and are supported through funding mechanisms, they will establish a basis for human rights claims of discrimination in education on the basis of disability;

- 21.12 There are no statistics available on the percentage of schools that comply with norms for environmental accessibility. The National Education Infrastructure Management System which was established in 2007 did not conduct an audit on accessibility features but only looked at basic optimal functioning of school sites, e.g. in terms of availability of running water, electricity and sanitation as well as how many schools are still mud structures. The School infrastructure improvement programme which is currently being conducted will ensure that all school refurbishment and rebuilding will incorporate universal design principles. The Department of Basic Education is committed to ensure that all schools will over time be accessible;
- 21.13 10 ordinary schools have been physically upgraded to comply with principles of universal design and to serve as model Full-service / Inclusive schools. Provinces have committed funds to complete the remaining 20 Full-Service Schools that have been selected. The schools were also supplied with a wide range of assistive technology and teachers were trained on basic principles and practice of inclusive education.
- 21.14 Steps have been taken to develop specifications for accessible school buses in KwaZulu Natal Province. The school transport policy which is being developed will incorporate norms for accessibility. Mobile ramps have been procured by the Department of Basic Education for selected schools to ensure that mini bus taxis can be made accessible;
- 21.15 The Guidelines for Inclusive Teaching and Learning comply with principles of “Universal design”. The implementation throughout the system still has to materialise.

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

- 21.16 More than 7000 educators and officials received in-service training on the key policy implementation guidelines so that they can respond effectively to diversity in the classroom. These include Guidelines for Inclusive Teaching and Learning and the National Strategy on Screening, Identification, Assessment and Support. Both Guidelines introduce radically new approaches to determine the measures for reasonable accommodation needed by learners with disabilities and for making the curriculum accessible.
- 21.17 The *National Policy Framework for Teacher Education (2007)* determines that the identification and addressing of barriers to learning should be a key component of all teacher education at pre-service and in-service levels. Also the *Draft Policy on the Minimum Requirements for Teacher Education Qualifications (2010)* emphasises the critical need for all teachers to be conversant with the requirements of implementing inclusive education practice. The need has also been identified for reintroducing teacher education certificates with specialisation in areas such as education of learners who are visually impaired, Deaf and with Autistic Spectrum Disorders. Also the national strategy for Continued Professional Teacher Development (CPTD) emphasises inclusive education as a priority area.
- 21.18 Policy implementation Guidelines for Full-Service/Inclusive Schools and for Quality Education in Special Schools and Special School Resource Centres have been distributed to managers throughout the system and are also used by most Universities as materials for teacher development. In 2010 the Department of Basic Education will be providing

- training to provincial officials and schools to strengthen the implementation of both these guidelines.
- 21.19 The National Curriculum Statement of 2002 is currently under review. In 2009 main areas have been identified in which implementation has not been up to standard. One of these areas is the implementation of inclusive education. The Ministerial Task Team which is currently drafting the improved Curriculum and Assessment Policy Statements, has been tasked to ensure that inclusivity is addressed throughout the curriculum. Inclusivity will be addressed in both the content of the curriculum as well as in classroom methodologies. It is expected that inclusive practice will be a key component to receive attention during the national orientation programme of the revised curriculum;
 - 21.20 A Draft Policy on Support and Adaptations in Assessment has been developed and is currently being finalised for system wide implementation from Grade R to Gr 12. The policy not only addresses adaptations and concessions in final examinations but throughout the teaching and learning process and in continuous assessment.
 - 21.21 Human rights principles form an integral part of all subjects of the National Curriculum Statement. One of the main aims of the introduction of the policy on inclusive education has been to change school policies, cultures and practices at every level to increase the participation and reduce the exclusion of children with disabilities.
- e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.*
- 21.22 The National Strategy on Screening, Identification, Assessment and Support outlines how barriers experienced at the individual level can be removed so that learners can effectively access the curriculum. Support should no longer be organised according to category of disability but according to level and nature of support needs. The support outlined in the Strategy includes the following:
 - 21.23 Accommodation to assure physical access to the school and classroom – ramps, accessible toilets, signage, buzzers and drop off zones as well as accessible transport and other technical supports. The measures are reinforced through norms and incremental increase in budgets dedicated for this purpose;
 - 21.24 Assistive technology for communication and other instructional purposes – draft guidelines have been developed to strengthen the capacity of school managers and districts in the procurement, management and maintenance of assistive devices and technology.
 - 21.25 Individual support, on an as-needed basis, from a paraprofessional or peer – the strategy makes provision for an Individual Support Plan which outlines the frequency and intensity with which professionals such as therapists and part time learning support facilitators should provide individual support – in the face of the shortage of specialists in rural areas, a model has been developed for a paraprofessional service to be rendered;
 - 21.26 Appropriate provision of supports such as sign-language interpretation, Braille training and associated equipment and materials, and other individualized supports is currently being addressed through short term interventions and the development of a system for sustainable provision.

- 21.27 Teacher and student access to diverse professional expert collaboration to assist with health needs, behaviour challenges and other requirements – by introducing the concept of an Institutional-level support team, expertise can be more effectively pooled and highly specialised professionals such as therapists, social workers and psychologists, of whom there are few can be more effectively utilised as managers of support, mentors and trainers of second tier school-based support providers. Progress has been made to convey the notion that teachers are primary support providers at school level. The introduction of multi-professional transversal district-based support teams is considered to be a key policy lever.
- 21.28 Criteria for eligibility to be admitted to special schools which should in the short to medium term only cater for learners with very high needs and should also serve a dual function as resource centres. Through training provided since 2007 special school staff have been orientated towards their changing role within an inclusive landscape. At least 30% of the budget allocated by the National Treasury has been made available to raise standards of physical infrastructure and curriculum delivery at special schools to improve quality teaching and learning.

22 Qualitative and Quantitative Achievements, Challenges and Remedies in promoting social inclusion, self actualisation and effective transition to work

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

- 22.1 Teachers in selected schools have been trained in the use of assistive technology for visual impairment, hearing loss, physical disability and alternative and augmentative communication. A basic minimum package has been developed for schools for visual impairment, physical disability, deaf and intellectual disability.
- 22.2 To kick start the programme, 912 children in 34 schools have received appropriate assistive devices which will enable them to access education and become integrated into society (more than R20 Million has been spent on this programme which will continue in 2010/11). In many cases children who had been carried by their parents and could not attend school, now have fitted wheelchairs that make them mobile and also provide postural support. Devices for learners with visual impairment, communication disorders and hearing impairment will substantially improve educational expectations for hundreds of learners who had previously been denied such opportunities.
- 22.3 In 2009 an audit was conducted in all 22 schools for learners with visual impairment and a strategy developed for improving quality of teaching and learning at these schools as well as introducing support measures in ordinary schools.
- 22.4 Country wide training for teachers at schools for visual impairment is being planned in 2010 in Braille instruction and the utilisation and management of assistive technology. The capacity of schools to produce large print materials and use assistive technology for learners with low vision will also be strengthened;

22.5 Measures have also been taken by the Department of Basic Education to improve access to Braille and large print text books and Learning and Teaching Materials. Negotiations are underway with the publishing industry to make prescribed works and text books available in digital format.

22.6 The Department of Education recognises the poor standard of delivery in all areas mentioned above and hopes to drastically improve the situation over the next three years.

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

22.7 A Curriculum for South African Sign Language is currently being drafted by a Ministerial Task Team for introduction into the system in 2011. Once this curriculum is completed Higher Education Institutions will be encouraged to increase the number of teacher training courses for teachers of the Deaf. Currently there are only three teacher training programmes, namely at Free State University, University of the Witwatersrand and UNISA.

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

22.8 The Department of Basic Education has made a commitment to improving the quality of education at schools for the deaf and the blind. One of the specific areas for which priority funds have been made available by the National Treasury, is to ensure that more accessible LTSM is made available at ordinary and special schools that include learners with visual and hearing impairment. No specific provision has as yet been made for learners who are deafblind.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

22.9 It is expected that the initiatives mentioned above will improve the availability of Braille and teachers trained in Braille as well as in Sign Language. The Guidelines on Inclusive Teaching and Learning will also support teachers to create enabling learning environments and accessible Teaching and Learning Materials. The Department has also introduced appropriate augmentative and alternative communication devices and training for teachers on its integration into lessons and will expand training to more schools over the next three years.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

- 22.10 Eleven Higher Education Institutions have support services available for students with disabilities. A unit has been established in the Department of Higher Education to expand these services to all Universities and other Higher Education Institutions.
- 22.11 The Kha Ri Gude Mass Adult Literacy Campaign which was launched in 2008 has achieved exceptional results in terms of training adults with disabilities. It is recognised that this adult literacy programme is a critical vehicle to improve the quality of life and access to the world of work for adults with disabilities who have not had access to quality education during the Apartheid years.
- 22.12 The total number of disabled learners that has to date participated in the Kha Ri Gude Adult Literacy Campaign is 43135. In 2010 7.2% of the learners in the programme are persons with disabilities.
- 22.13 Volunteer educators with visual impairment received contracts to conduct the training with 103 visually impaired assistants. There were 7 coordinators and 15 supervisors of the programme for persons with disabilities.
- 22.14 The programme distributed Perkins brailers, braillette boards, ping-pong balls, shapes, talking calculators and Braille paper to learners with visual impairment.

23. Statistical Data

- 23.1 Between 2002 and 2009 the number of public special schools in the country has increased from 375 to 392. The enrolment into public special schools has increased from 77 700 learners in 2002 to 111 619 in 2009. The number of learners with disabilities in ordinary schools have also increased from 116 000 in 2007 to 124 535 in 2009. Of the 124 535 learners in ordinary schools, 21 976 were in special classes and 102 559 in mainstream classes.
- 23.2 There are special schools in all nine provinces but they are not evenly distributed and can mostly be found in urban and metropolitan areas.
- 23.3 Data from Statistics South Africa show that the total population of children between the ages of 0 and 4 years is 5,063,500. 1,393,236 (27.5%) of them are disabled. However only 389 013 children attend ECD facilities. The total population of children between the ages of 5 and 18 is 14 588 173. The total population of children with disabilities between the ages of 5 and 18 is 703 159. This constitutes 4.8% of the total population of children which is in line with statistics for other developing countries. The estimated number of children with disabilities of school going age who are out of school, can therefore be as high as 467 005. This indicates an increase of 207 005 from the 260 000 learners who were estimated to be out of school in 2001. The community survey of 2007 further shows that 44 847 children between the ages of 7 and 18 years actually indicated that they do not attend school because they have disabilities. These statistics indicate that the situation needs to be addressed through a number of drastic measures of which the expansion of support services in mainstream schools should be most important.

Table 1: Total population of 0 – 4 years old and percentage of children with disability

South African Province	Not disabled	Children with disability	% of children with disability	Not specified	Total population
Eastern Cape	551366	177542	24.1	6603	735511
Free State	81442	213653	71.5	3655	298750
Gauteng	789924	134802	14.3	19775	944501
KwaZulu-Natal	751850	341324	30.9	9952	1103126
Limpopo	409385	184222	30.8	5455	599062
Mpumalanga	309926	56412	15.3	1331	367669
North West	297802	66185	17.9	5305	369292
Northern Cape	59906	58916	49.6	0	118822
Western Cape	365272	160181	30.4	1315	526768
Total	3,616,872.00	1,393,236.00	27.5	53,391.00	5,063,500.00

Source: Statistics South Africa, General Household Survey, 2009

Table 2: Number and percentage of 0 - 4 years old with disabilities currently attending ECD facility

South African Province	Attending ECD facility	Not attending ECD	Unspecified	Total population of 0 – 4 years old children with disability	% of 0-4 years old children with disability attending ECD facility
Eastern Cape	55681	117336	4525	177542	31.4
Free State	72378	139821	1454	213653	33.9
Gauteng	50960	77362	6480	134802	37.8
KwaZulu-Natal	80252	259980	1091	341324	23.5
Limpopo	58351	123932	1940	184222	31.7
Mpumalanga	17837	37594	981	56412	31.6
North West	13530	51371	1284	66185	20.4
Northern Cape	11062	47641	213	58916	18.8
Western Cape	28962	130562	657	160181	18.1
Total	389,013.00	985,597.00	18,624.00	1,393,236.00	27.9

Source: Statistics South Africa, General Household Survey, 2009

Table 3: Number of Public Special Schools per province (2009)

Province	Number of public special schools	Number of Learners with a Single Disability	Number of Learners with Multiple Disabilities	Number of Teachers
EC	40	8741	6512	816
FS	19	3409	1471	502
GT	116	24363	12104	3109
KZ	63	11238	8690	979
LP	10	3054	1914	272
MP	20	3352	3026	317
NC	10	1559	66	139
NW	33	4518	375	426
WC	81	15698	1529	1667
South Africa	392	75 932	35 687	8227
		Combined= 111 619		

Annual Schools Survey 2009

Table 4: Breakdown of Learners with Disabilities in Ordinary Schools (2009) per Province

Province	Separate Classes	Mainstream	Total
EC	948	18,708	19,656
FS	4,788	16,667	21,455
GT	3,726	12,397	16,123
KZ	6,504	15,721	22,225
LP	3,043	3,940	6,983
MP	1,482	12,051	13,533
NC	34	3,390	3,424
NW	1,251	6,581	7,832
WC	200	13,104	13,304
South Africa	21,976	102,559	124,535

Annual Schools Survey 2009

Table 5: Population of 5 -18 year olds and children with disabilities, 2009

General Household Survey 2009 (Person file)		
UN Disability	Total population of 5-18 years old	Children with disabilities
Age		
5	1,071,726.30	200,523.50
6	1,040,591.40	137,145.10
7	974,707.30	82,666.50
8	1,026,845.80	65,642.10
9	1,070,105.90	40,918.00
10	1,012,852.10	36,489.70
11	921,629.70	21,775.90
12	1,112,660.70	19,739.90
13	1,143,835.60	17,225.10
14	1,052,373.40	17,173.90
15	1,030,638.40	15,962.90
16	995,826.30	19,330.70
17	1,090,060.90	16,870.20
18	1,044,319.40	11,696.40
Total	14,588,173.20	703,159.00

Table 6: Number of children between the ages of 7 and 18 who reportedly do not attend school because of disability

Provinces	Black			Coloured			Indian or Asian			White			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Eastern Cape	4660	4612	9272	303	38	341	-	-	-	93	61	154	5056	4710	9766
Free State	1568	993	2561	38	-	38	-	-	-	-	63	63	1605	1056	2661
Total	23112	16247	39359	1859	997	2856	319	577	896	1349	387	1736	26640	18207	44847
Gauteng	2139	1135	3274	283	121	404	-	-	-	642	60	702	3064	1316	4380
KwaZulu-Natal	6869	4522	11391	110	-	110	319	577	896	66	-	66	7364	5098	12462
Limpopo	3357	1717	5074	-	-	-	-	-	-	61	-	61	3417	1717	5135
Mpumalanga	1829	1357	3186	-	-	-	-	-	-	45	-	45	1874	1357	3231
Northern Cape	200	119	320	329	362	692	-	-	-	110	-	110	639	482	1121
North West	1961	1394	3354	19	54	73	-	-	-	134	-	134	2114	1448	3562
Western Cape	529	398	927	779	421	1199	-	-	-	198	204	401	1505	1023	2528
Total	23112	16247	39359	1859	997	2856	319	577	896	1349	387	1736	26640	18207	44847

Main Community Survey 2007

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Table 7: Number of adults being trained in 2010 in literacy per province and by disability

Province	Sight	Hearing	Physical	Other (mainly intellectual disability and persons with psychiatric conditions)
1-Eastern Cape	3066	1762	2391	1318
2-Free State	2052	862	1473	555
3-Gauteng	2186	604	1250	958
4-KwaZulu Natal	5983	1931	2365	1112
5-Mpumalanga	1772	645	1230	690
6-Northern Cape	145	108	248	120
7-Limpopo	1654	722	1363	983
8-North West	993	458	755	442
9-Western Cape	154	81	142	75
U-Unknown	220	89	120	58
Grand Total	18225	7262	11337	6311

24. Conclusion

- 24.1 South Africa has made good progress to establish the legislative and policy framework within which an Inclusive Education system can materialise.
- 24.2 The huge backlogs that existed at all levels in both ordinary as well as special schools have taken more effort to eradicate than initially anticipated. Important gains have been made in as far as it is recognised by the education system that accessibility and inclusivity will be part of all reconstruction and development over the next 25 years.
- 24.3 There is also the acknowledgement that inclusivity should be a core component of all teacher education.
- 24.4 Mobilisation of the large number of children with disabilities who are still out-of-school will be a key priority of education over the next few years and is seen as critical in the poverty relief agenda of the South African government and the achievement of the Millennium Development Goals.
- 24.5 It must be acknowledged that the deep conceptual change that is required to adapt to an inclusive education system, is not a linear process and that there are complexities as participants at all levels of the system engage with shifts in knowledge and understanding. The main challenge is to create space and support for such engagement.